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ABSTRACT

The material for a course in survival English for adults learning English as a second language is presented. The course covers the following topics: identification, orientation, social formulas, transportation, shopping, health, safety, and employment. (JB)

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Vol. 2 No. 2 October, 1976

TEFL/TESL NEWSLETTER

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FOR THE INTERCHANGE OF INFORMATION AND IDEAS ON THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE IN AUSTRALIA

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M.E.B., Victoria Priority ("Survival") Materials 1

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EDITORIAL

The importance of the materials contained in this edition of the TEFL/TESL NEWSLETTER is considered to be such that this item has been placed before our advertised issue on the theme of "How to foster communicative competence."

Why then are ideas on "priority English" so important? We feel that these notes offer constructive suggestions for the "pre-beginner" or "early-beginner" stage, at which there is an urgent need to equip the learner with top priority language items and skills before he proceeds to a more formally organised course.

Mrs Hunt, the Supervisor of the Migrant Education Branch in Melbourne, points out that, while Pam Le Good has been the principal author of this study, it owes much of its present format to team effort at M.E.B. Mrs Hunt has kindly supplied an introduction to the materials.

Our next issue, Vol. 2 No. 3, will deal with the theme "How to foster communicative competence". This issue is expected to appear towards the end of 1976.

PRIORITY ("SURVIVAL") MATERIALS

The following materials, put together by Pam Le Good with a foreword by Mrs Jean Hunt, emanate from the Migrant Education Branch, Melbourne, of which Mrs Hunt is the Supervisor.

History

In 1972, a committee of advisory teachers exploring the seemingly high rate of students who discontinued studies shortly after enrolment, considered the element of student motivation in relation to satisfaction as one factor related to continued attendance. While student comment indicated a high level of motivation and expectation on enrolment, dissatisfaction often developed when, in spite of regular attendance at a continuation class following the established S.E.N.C.A. program, students were still unable to communicate at basic immediate needs levels.

The committee agreed that fluency in specific patterns at a limited, functional range enabled one to feel much more secure in a foreign language situation. For example - being able to express needs related to eating, finding one's way, obtaining assistance, or stating identification when travelling overseas is of great benefit, although no claims could be made regarding knowledge of lexis or syntax of the speech patterns mastered for such immediate purposes.

Research commenced, to mount an introductory curriculum, by listing 20 sentences deemed as high priority on arrival in a foreign language environment. Teachers, students, travellers etc. were asked to submit lists, and the high frequency sentences formed the first draft of a "survival"course. (The terminology was later changed to "priority" to avoid implications of non-survival!) Priority sentences included, "I want ....." "Where's the .....?" "How much is .....?"; "I'm 24/Greek/married/sick", etc., indicating that people needed English to eat, buy things, move about, ask questions, give and gain information. The prototype sentences were briefly assessed for degree of difficulty and possible thematic groupings, then situations devised so that patterns would be taught in contexts relating utterances to meaning.

Course Management

1. The method used must establish meaning by use of realia, pictures, or (preferably) a simulated physical setting, so that the student will relate the sentences or dialogue to the actual situation in which he needs to communicate.

2. After presentation, the teacher should write the sentences or dialogues to give students the opportunities for evaluation of the syntactic and lexical values of the component words which comprise the sentence as a unit. Sentences may be combined to form a dialogue which may offer possibilities for substitution or enrichment.

3. Constant revision and oral practice drills are essential for all students, but are vital for students illiterate in their first language, who thus rely on rote learning processes.

4. During the role-playing of the presentation, the teacher should remember that the student needs to verbalize only his relevant role in the situation. i.e. he must be fluent in either the question or the response sentence - not both.

5. The course in its present form has a modularized format which each module now having sub-patterns and enrichments which greatly widens the original "20 sentence" concept. It may be debated that this enrichment has taken the course out of the original priority notion, so I would posit that a review of what we mean by "priority" could be timely. My theory indicates that the immediate satisfaction of the expression of basic needs constitutes priority teaching, and that the enriched thematic course could be regarded as a course in its own right.

6. The priority (Head) sentences are underlined for initial teaching. The class can then "spiral", to develop aspects of language not envisaged in the priority course.

Teachers who have used priority programs have collaborated to revise and evaluate the program, and are still re-writing, adding to or subtracting from the materials in the context of student reaction, progress and satisfaction.

Some criticisms of the approach indicate that

1. Priority teaching is vulnerable in that rote learning per se does not assist the student towards generating English for further situations beyond the immediate conditional response reaction taught.

2. There is an unrealistic avoidance of the role of the native language.

3. There can be only inductive rather than deductive learning of grammatical generalizations so inhibiting language acquisition when the student proceeds to more in-depth courses.

4. Such artifical simplification may give a false security re personal learning ability, with a subsequent rejection or failure when the discipline of a total program is encountered.

Evaluations and comments from colleagues interstate will be very much appreciated.

Priority Course Segments

Identification	-	Personal Family Relationships. Possessions.	5
Orientation	-	Streets. Buildings. City.	11
Social Formula 1	-	Apologies and responses. How to request repetition. clarification. information. Days and months. Numbers and money.	12
Transport	-	Tram. Train. Bus.	14
Shopping	-	Corner Store. Supermarket. Chemist. Clothing. Cafe. Butcher. Greengrocer Furniture and appliances	16
Health	-	Ailments. At the doctor's. At the dentist's.	23
Safety	-	Imperatives. On the roads. At the beach. In the country.	27
Social Formula 2	-	Offering, accepting and refusing hospitality. Telephone.	32
Employment	-	Making an appointment. Filling out form. Interview.	35

Identification - Personal

Students need to be able to identify themselves in response to questions. The normal answer to this type of question is just to give the information, e.g.

What's your name?	Bill Smith.

Although at this stage students may not often need to use the question themselves, it may be necessary, to ensure sufficient practice in responses, for them to do so in the classroom.

Teacher could begin by identifying herself:

	I'm Joan Smith. I'm Australian.

Then showing relevant questions:

What's your name?
What's your nationality?

to which students respond. Show them very quickly that shorter answers are acceptable:

	Joan Smith. Australian.

Follow this with:

What's your surname?	Smith.
What's your first name?	Joan.
What's your address?	10 Main Street, Box Hill.
What's your 'phone number?	216543.

Students could practise asking questions of each other. In the same way, the following identification elements could be taught:

What's your job?	I'm a teacher.
What do you do?	
What's your maiden name?	Brown.
What's your age?	35.
How old are you?	
Where do you come from?	Australia.)
What's your nationality?	Australian.) compare.
Where do you live?	Box Hill.
Where do you work?	At the Migrant Education Branch.
Are you married?	Yes.....No.
Have you any children?	Yes, 2 .....No.
How long have you been in Australia?	Fifteen years.

The alphabet could then be taught with the imperative "Spell it, please!"

The practice situation could be an interview, with the teacher as interviewer, incorporating all of the questions and requests to "Spell it, please!".

Students should also be made familiar with the way these questions are expressed on forms:

PLEASE USE BLOCK LETTERS.

Surname: .....

Given Names: .....

Address: .....

.....Post Code .....

Telephone No.: .....

Nationality: .....

Age: .....

Marital Status: .....

Dependents: .....

Occupation: .....

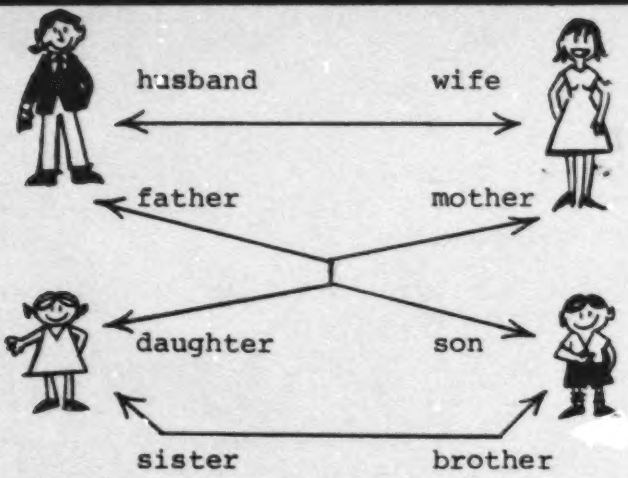
Signature: .....

Teach the meaning of "block letters" and "signature". Students could then "fill-in" the form.

Identification - Family Relationships.

As well as having to identify themselves, students also need to identify members of their family, both in social situations and when dealing with school enrolment, applications for credit accounts, visits to doctors and dentists, etc. Although very often children are more competent in English than their parents, it is preferable that parents do not have to rely on children as interpreters.

Establish the names of the family members - the nuclear family is probably all that is necessary, although students may like to learn the vocabulary for the extended family:



Divide the class into "family" groups of four or five members. Establish the relationships within each group; teacher enquiries of a member:

Who's this?	This is my husband. wife. mother. father. son. daughter. sister. brother.
What's his/her name?	(use students' own names)
How old is he/she?	16.
What's his/her job?	He's/She's a/an .....

A practice situation could be created through "Parents' Day at the School", or other social situations relevant to the group, which would involve the family, and necessitate introductions. Teacher should acquire a "family" and establish the patterns:

Teacher:	Mary! This is my husband John.		
	John! This is Mary.		
John:	How do you do, Mary?		How are you ...?
Mary:	How do you do, John?	OR	Hello .....'

OR

Teacher:	Mrs. Brown! This is my husband John.
	John! This is Mrs Brown.
John:	How do you do, Mrs Brown?
Mary:	How do you do, Mr Smith?

Teacher:	Mary! This is my son Tom.
	Tom! This is Mrs Brown.
Tom:	How do you do, Mrs Brown?
Mary:	How do you do, Tom?

Use the students' own names and explain where the use of given names is appropriate and where it is not, e.g. where the relationship is recent or formal or the age difference is large, it is probably better to retain Mr and Mrs. Stress that it is never appropriate to use Mr and Mrs with given names, as in Mr John and Mrs Mary, or Missus and Mister on their own.

Students could expand the introductions with conversation by using those questions and answers established in Identification - Personal.

Identification - Possessions.

Take an article from each student and place in a box. Take out something of your own and enquire:

Whose is this?	
(after a pause, supply)	It's mine.

Continue with students' belongings, one at a time, asking the question and getting the answer.

Gather the articles again, but this time supply:

	It's his. hers.

Ask the question and get the students to respond in the third person.

Gather the articles again and speak to an individual:

Is this yours?	Yes, it is. No. It's his. hers.

The students have not been introduced to plurals, but as keys, glasses, gloves, etc. are often mislaid, it might be necessary to do so in this segment.

Gather as many plural articles as you can:

Whose are these?	They're mine. They're his. hers.
Are these yours?	Yes, they are. No. They're his. hers.

A situation for the identification of possessions could be "A Lost Property Office". But first, colours and some simple adjectives need to be taught.

Have a number of articles, the same in every respect except colour, and teach the names of the colours, including silver and gold. Ask the questions and get answers:

What colour is it?	It's red.
What colour are they?	They're red.

Have a number of articles which differ in only one respect and teach adjectives; new, old, thick, thin, big, small, long, short, heavy, light, broken. Hold up objects and enquire:

What's it like?	It's new.
What are they like?	They're new.

Dialogue:

Teacher: Can I help you?
Student: Yes. I lost my purse.
Teacher: What's it like?
Student: It's small.
Teacher: What colour is it?
Student: It's blue.
Teacher: Is this yours?
Student: Yes, it is. Thank you.

Practise the dialogue, substituting where underlined, first with singular articles, then plural.

Set up a "Lost Property Office". Use Students' belongings, teacher is clerk. Students take turns making inquiries.

This situation could be practised again after the orientation and money segments and include:

Teacher: Where did you lose it?
Student: In ..... street/At .....
Teacher: When did you lose it?
Student: Last Friday.
Teacher: How much was in it?
Student: About $10.

Orientation - Street

In this section it is the question rather than the answer that the student will need to use. However, it is vital that the student comprehend the answers and for this reason the directions given by the teacher should be acted out by the student.

Have a picture or blackboard drawing of a street. Teach the vocabulary in question form and illustrate the directions by pointing.

Where's the station?	It's on the right. left. straight ahead. near the ..... on the ... near the ...

Incorporate the question and answer in a dialogue:

Student: Excuse me! Can you help me?
Teacher: Yes, certainly.
Student: Where's the .....?
Teacher: It's .....?
Student: Thank you very much.
Teacher: That's all right.

Practise the dialogue with the class and with individuals. Set up classroom to represent the same street. A small group of students walks up and down the street, stopping the teacher and practising the dialogue. Extend with new vocabulary items, e.g. the chemist's, bank, etc.

Orientation - Buildings.

Department Store:

Furniture Department		Fifth floor.
Children's Wear Department		Fourth floor.
Shoe Department	Toilets	Third floor.
Men's Wear Department		Second floor.
Women's Wear Department	Office	First floor.
Cosmetic Department		Ground floor.

Departments can be illustrated with pictures from magazines pasted on a large piece of cardboard.

Establish and practise the vocabulary in question form, teacher giving directions:

Where's the .....? It's on the ..... floor.
this floor, over there.

Incorporate into known dialogue - teacher to be inquiry clerk. Although not completely satisfactory, rows of chairs can be labelled to represent the various floors and the dialogue practised as before.

The same system and dialogue can be applied to other buildings, including the building in which the class is situated. First with sketch plan and then applied physically in the classroom with arrangement of furniture and labels.

1. Office - Manager's office.
Secretary's office.
Accountant's office.
Personnel office.

2. Factory - Storeroom.
Canteen.
Washroom.
No. 1 shop.
Furnaceroom.

3. School - Principal's Office.
Grade/Form/Room ....
Staffroom.

4. Hospital - Casualty.
Waiting Room.
Maternity Ward.
Ward .....

Incorporate directions given in "street" orientation also, e.g. right/left/ straight ahead/near....

Orientation - City.

Prepare a large map of the central city area with streets and major shops and buildings clearly marked.

Practise the street names and names of shops and buildings. A major difficulty here is the omission of the definite article, e.g.

the G.P.O.	Myers
Town Hall	Coles
Bank of N.S.W.	Woolworths
Immigration Department	Waltons
Australia Hotel	Spencer Street

Where's Myers? the G.P.O.?	It's in .... Street, near .... opposite .... on the corner of... and....sts. in ..... Street, on the left.

Incorporate into known dialogue. This situation is very difficult to set up and will probably have to be practised using the map and with students pointing to where they are directed by the teacher.

Teach block, north south, east and west.

Where's ..... Street?	It's .... block(s) north that way.

Practise in dialogue. Student indicates where he is by touching the map, asks directions of the teacher and traces the directions on the map.

Social Formula 1.

Polite social phrases or "What to say when" are very important to students and are easily conveyed situationally.

Teacher should perform the action and make the appropriate apology:

Bump someone Spill something Break something	-	I'm sorry.
Push past someone	-	Excuse Me.
Burp Yawn	-	Pardon me.

Get students to perform action and apologise - teacher should then respond:

	That's all right. That's OK. No worries. Certainly.
Sneeze	Bless you!

Teacher again performs the actions, apologises and students respond. Students act, apologise and respond to each other. These phrases should be revised as a natural part of other situations.

Students also need to be able to say that they don't understand and to ask for clarification and information:

1. Ask a student a question and when he replies, pretend not to understand:

	Pardon!
(student speaks again)	I'm sorry, I don't understand. Please speak slowly.
(student speaks again)	Thank you.

Reverse the roles. Speak indistinctly and get students to practise their part. This should also be frequently revised.

2. Write a work on the blackboard, e.g. SILENCE, look puzzled and ask:

What does "silence" mean? (students repeat question)	It means "be quiet". *

Repeat with other words, students asking questions.

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3. Show an object such as a nailfile, look puzzled and ask:

What's this in English? (students repeat question)	It's a nailfile.

Get students to take things out of their pockets and handbags and ask the question. Make sure they also repeat the information, e.g.

What's this in English?	It's a nailfile.
A nailfile, thank you.	

Encourage the students to bring objects and pictures to class and practise this question frequently.

Days and months may be known to the students but some practice in pronunciation may be useful as they will be needed for dialogues such as making appointments.

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* Asterisked expressions require careful demonstration because supplying a synonym is not an explanation unless the synonym is already known to the students.

Numbers and money may also be familiar to the students but correct pronunciation and intonation could be practised.

Stress should be placed on:

a. fifteen v fifty.
b. the use of "and" in one hundred and sixty four.
c. the difference between a decimal point and a comma: 1.456 v 1,456.
d. the place of the plural:
two hundred and sixty four dollars.

Time will also be necessary in dialogues for travel and appointments. Probably the simplest and most useful method of expressing time is:

one o'clock, one thirty, one forty-five, one fifty-eight.

Timetables are expressed in digital terms and as appointments are usually on the hour, half-hour or quarter-hour, there seems no need to teach the complicated system which uses "to, past and minutes".

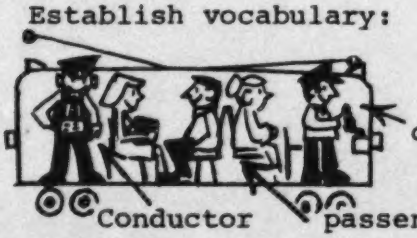
N.B. If it is found that days, months, numbers, money and time are not already familiar to the students, these elements will need to be taught thoroughly, perhaps interspersed in the preceding segments.

Transport

Tell students about "Metropolitan Transport Services Map - Tram, Train and Bus Services" which is available at most newsagents for approximately 20 cents.

Travelling on a Tram.

Establish vocabulary:



Demonstrate these actions:
1. get on a tram.
2. pay the fare.
3. get a ticket.
4. pull the cord.
5. get off the tram.

Necessary expressions: (to the conductor)

40 cents thanks.
Can you change $10? (only notes)
I'm Sorry, that's all I've got. (only coppers)
How much to ..... Street? (unsure of fare)
Please tell me when to get off. (unsure of destination)
One and a half to .... please. (half fares).

(passenger to passenger)

Excuse me!
I'm sorry! That's all right.
Would you like a seat? Thanks very much.
Please close the door?
open window Certainly.

Practise these expressions then set up the classroom as a tram with chairs arranged. Teacher is conductor with bag, tickets and change. Students use their own money (cashed in to value of tickets after the lesson). Students get on and off the tram, practising all situations. If possible get another teacher to come in unexpectedly as an inspector. Students might also learn to ask for a timetable form.

Travelling on a train.

Explain vocabulary from drawings or pictures and have samples of rail tickets, e.g. single, return, weekly, off-peak and concession tickets. Pictures should depict driver, engine, carriage, smoker, non-smoker, passengers, guards van, guard, porter, gate, platform, ticketbox, station-master, etc.

Dialogue at ticket box:

Student: Return to ..... please. (substitute other tickets)
Teacher: 30 cents thanks.
Student: What time's the next train?
Teacher: 9.15.
Student: What platform?
Teacher: 3
Student: Thanks.

Set up ticket box, teacher is ticket seller, students practise dialogue and buy a ticket.

Have train carriage set up with chairs and let students practise expressions as for tram.

Travelling on a bus

The same expressions apply as for tram, with driver taking the place of the conductor on a one-man bus.

Set up classroom as a bus, teacher is conductor or driver.

Extra situations can be created:

Bus full, someone with a lot of parcels:

Can I hold those for you?	Thanks very much.
	It doesn't matter.
	I'm all right thanks.

Bus crowded but passengers spread out:

Would you move up please?	Certainly.
	Yes. Sorry.

Passenger inquiries of another:

Could you tell me where .... stop/street is please?	Yes, certainly.
	This is your stop.

Shopping - Corner Store.

This segment requires large quantities of kit. Empty containers can form the major part, but an empty milk bottle is not a "bottle of milk". Therefore, any transparent packaging should contain its proper ingredient or at least content which simulates the genuine article.

Most purchases from this type of shop are pre-packaged so the names of containers as well as contents need to be established.

Teach container names first with empty, unlabelled objects or drawings of egg carton, milk carton, bottle, packet, carton, can, box.

Have the same containers but full this time and teach:

A carton of	eggs.	
	milk	
bottle	lemonade	
jar	jam	
box	chocolates	Also a dozen eggs and
tin	soup	half a dozen eggs.
can	Coke	
packet	detergent.	

Extend with as many articles as possible. Use the sentence "I want ..... of ..... please" to practice the vocabulary.

Repeat using plurals - "I want two .....s of ....., please".

Dialogue:

Teacher:	Can I help You?
Student:	Yes, please. I want a .... of ...., please. two
Teacher:	Here you are! *
Student:	How much?
Teacher:	(price)
Student:	(gives money)
Teacher:	(gives change)
Student:	Thank you, goodbye.
Teacher:	Goodbye.

Practise the dialogue with class and individuals, substituting items of kit and prices.

Set up the classroom as a shop. Teacher is shop assistant. Have plenty of change - students to use their own money.

Using the dialogue, each student makes one purchase.

Using the dialogue, add * Anything else?, and allow the students to make several purchases.

Extra situations:

A number of parcels:	I'd like a bag, please.
Getting served in turn:	Excuse me! I'm next. This lady/man was next.
Unknown articles:	What's this?
Incorrect change:	Excuse me! Is this right?
Article left behind:	Excuse me! Is this yours? Yes, it is, thank you.
Comments on weather:	It's a nice/terrible day? Yes, it is.

<u>Shopping - Supermarket</u>.

Another lesson using the same kit can be done for a supermarket situation. This is usually a "silent" situation but there is sometimes a need to locate items and/or ask for goods to be delivered.

Explain the vocabulary associated with a supermarket, e.g. trolley, basket, bags, boxes, checkout, checker, packer, groceries, greengroceries (produce), butcher (meat), and delicatessen.

Dialogue:

Student: Excuse me, Where's the ....., please?
Teacher: It's over there.
on the right/left.
in aisle 5.
with the .....

Dialogue:

Student: Could you deliver please?
Teacher: Yes, certainly. What's your name?
Student: (gives name)
Teacher: Spell it, please'
Student: (spells name)
Teacher: Address?
Student: (gives address)
Teacher: Is 4 o'clock all right?
Student: Yes. Thank you.

Set up classroom as a supermarket. Arrange chairs in rows, give each a number and arrange kit along chairs in categories. Teacher is checker and also inquiry source for locating items. Paying for purchases should also be included (perhaps with situation of incorrect change) as for Corner Store segment.

The students do their shopping, make at least one inquiry, ask for delivery and pay the checker.

Some social English could also be included at the checkout:

Teacher: How are you today?
Student: I'm fine thanks; and you?
Teacher: Fine, thanks.

Shopping - Chemist.

The same dialogue and set up as for the corner Store can be used for a chemist's shop situation. Provide as many chemist items as you can and teach the vocabulary as before:

A tin	of	powder
		tablets
bottle		tablets
		medicine
		antiseptic
		shampoo
tube		toothpaste
		cream
		liniment
packet		lozenges
		Aspirin
jar		face cream
roll		bandage
A thermometer		

Practise the new vocabulary items with "I want a ......", in the dialogue and then in the situation.

Teach "prescription".

Dialogue:

Teacher: Can I help you?
Student: Yes, please. I want this prescription filled.
Teacher: Certainly. It'll be ready in 10 minutes.
Student: Thank you. I'll call back.

Teacher: Yes, please.
Student: I want the prescription for ....., please.
Teacher: Here it is. Sign here please!
Student: How much?
Teacher: A dollar.
Student: Thank you, goodbye.
Teacher: Goodbye.

Practise this dialogue in the situation too. Students could make a purchase using the previous dialogue and have a prescription filled using this one.

Explain the use of a chemist's Tax Card.

Shopping - Clothing.

Perhaps for this lesson the students could be asked to bring a few articles of clothing each, with hangers. Provide or devise a rack.

The names of articles of clothing will need to be taught:

coat		slacks
jacket		trousers
jumper		shoes
cardigan		sandals
a skirt	a pair of	boots
dress		socks
shirt		gloves
suit		underpants
hat		bathers

Revise colors and, using articles of clothing, prompt:

I want a blue skirt.
a pair of green shoes.

Revise adjectives, big, small, long, short, dear, cheap and teach the comparatives, bigger, smaller, longer, shorter, dearer, cheaper.

Use articles of clothing and prompt, "big":

It's too big, I want a smaller one please.
pair

Teach clothing sizes:

chest measurement:	32, 34, 36.
waist measurement:	22, 24, 26.
foot measurement:	7, 7½, 8B.
garment size:	12, 14, 16.

Use article of clothing and prompt, "What size are you?":

Size 32,
26,
8B,
16.

Dialogue:

Teacher: Can I help you?
Student: Yes, please. I want.....
Teacher: What size?
Student: Size .....
Teacher: Here you are?
Student: How much?
Teacher: $ ....
Student: Can I try it on?
Teacher: Yes, certainly.
Student: Where's the fitting room?
Teacher: It's over there.

Teacher: How is it?
Student: It's too ..... I want a ..... one, please.

Teacher: Here you are.
Student: Thank you.

Teacher: Is it all right?
Student: Yes, thank you, I'll take it.

Practise the dialogue, first with singular items then with plurals. Set up classroom as a shop, provide areas which can be used as fitting rooms. Teacher is shop assistant. Payment in this segment is probably not a good idea as most of the articles sold would be quite expensive.

Shopping - Cafe

Food and drink should be provided for this segment and can be bought by the teacher and paid for by the students as they consume it or paid for in a joint effort between students and teacher.

Devise a small menu:

		c	
Sandwiches:	ham	20	
	cheese	15	
	salad	20	
Cakes:	chocolate	15	
	fruit	20	
	orange	15	
	with cream	5	extra
Beverages:	tea	10	
	coffee	10	

Explain cafe, restaurant, cafeteria, fully licensed, B.Y.O.

Practise: "I want" and "I'd like" from menu:

I want a ham sandwich please.
I'd like a cup of coffee please.

Dialogue:

Teacher: What would you like?
Student: I'd like .....

Teacher: Here you are.
Student: Thank you.

Teacher: Anything else?
Student: Yes. I'd like ....
No, thank you.

Teacher: Here's your bill.
Student: (given money)
Teacher: (gives change)

Set up the classroom as a cafe with tables and chairs, tablecloths, sugar bowls etc., and perhaps a vase of flowers on each table. Teacher is waitress.

Possible extensions:

Students: I'd like another cup of coffee, please.
more milk
a clean spoon

Excuse me! Pass the sugar, please.

Excuse me! This coffee is cold.

Teacher: I'm sorry, there's no chocolate cake.
Student: Oh! Well I'll have ..... please.

Student: May I sit here?
Student: Yes, certainly.
I'm sorry, I'm waiting for a friend.

Revise the apologies and responses from Social Formula 1 and perhaps some of the questions and answers from the Identification segments.

Shopping - Butcher and Greengrocer.

These shops are almost impossible to simulate, but some aspects of buying meat and greengroceries will need to be taught.

Butcher: As Australian cuts of meat may differ from those the students are accustomed to, it is desirable that they understand what these are. Large posters depicting cattle, sheep and pigs can be obtained. These show the manner in which animals are segmented in Australia and give the names of the various cuts of meat. Students will probably recognise the part of the animal they want and can learn the English name.

Greengrocer: The names of fruit and vegetables can be taught from pictures and students will also need to know how these are sold, e.g.

by the number
by the pound or kilo
by the bunch

The new vocabulary can be practised in the known dialogue (see Corner Store), making sure students understand by pointing to a picture of the item asked for.

A new structure could be introduced here substituting "Have you got a/any ....." for "I want". Number, kilo and bunch can also be practised in the dialogue.

In the same way as vocabulary for the butcher and greengrocer is taught, furniture and appliances could also be included. There is an enormous amount of vocabulary which could be covered, but unless it is important to the student at the time it is unlikely to be retained. Therefore, how much, if any, of this is done, must depend on the students' interests and needs.

Health - Ailments.

Revise social formula, e.g.

How are you?	I'm very well thank you.
	I'm fine, and you?

Dialogue:

a: How are you?
b: I'm not very well.
a: What's the matter?
b: I've got a cold.
a: Oh! I'm sorry, I hope you're better soon.
b: Thank you.

Teach the following vocabulary gradually, demonstrating through mime and/or pictures. Practise each group thoroughly within the dialogue:

a headache
toothache
stomach ache
an earache

---

a cold
cough
temperature
sore throat
rash

---

a pain in my	back
	shoulder
a sore/bad	arm
	leg

a cut on my	hand finger
burn	arm thumb

Teach:

I'm nauseated
vomiting
dizzy/giddy

I can't sleep
eat

Include these expressions in the dialogue.

Extra Dialogue:

a: How's your wife? (husband, son, daughter, girlfriend, boyfriend, etc.)
b: She's not very well.
a: What's the matter?
b: She's got a cold.
a: I'm sorry, I hope she's better soon.
b: Thank you.

Practise the vocabulary in this dialogue.

Health - At the doctor's.

Set up the classroom as a doctor's waiting room and surgery. Have signs to direct students to waiting room and surgery; some magazines in the waiting room; white coats for doctor and receptionist; and perhaps a stethoscope for the doctor.

Practise the following dialogue thoroughly before using it in the situation:

Student: I've got an appointment with Dr. Smith.
Receptionist: What's your name?
Student: (gives name).
Receptionist: Wait in the Waiting Room please.

Receptionist: Dr. Smith will see you now.

Teacher: Good morning.
Student: Good morning doctor.
Teacher: What's the trouble?
Student: I've got ..../I'm ..../I can't ....

Teacher: Have you got.....?/Are you .....?
Student: Yes/No.
Teacher: I'll give you a prescription.
Student: Can I have a certificate for work?
Teacher: Yes, I'll give you one for two days.
Student: Thank you, goodbye.
Teacher: Goodbye.

This dialogue is, of necessity, very limited and many other aspects of "a visit to the doctor" will probably need to be treated. Depending on the students, these can be included in the dialogue form or merely explained and treated as vocabulary, e.g.

Examinations:

Take a deep breath! ... Again! (doctor)
Show me your tongue!
I'll have a look at your throat.

Treatments:

injections "Will it hurt?" (patient)
sutures (stitches)

medicine "Are you allergic to ....?" (doctor)
tablets
pills
capsules
ointment

x-ray "I'll give you a letter of referral" (doctor)
specialist

Hospitalisation:

outpatients "How long will I be in hospital?"
public ward (patient)
intermediate ward
private ward
casualty

Instructions for medication:

Take	the medicine	three times a day.
	one capsule	before/after meals.
	½ a tablet	with water.
Apply	the liniment	to the affected part.
	the ointment	night and morning.
Keep	the wound	dry.
	the burn	covered.
		clean.

Stay in bed | for three days.

How much of the above is used will depend on the students' capacity and their inquiries.

Health - Dental.

Posters illustrating dental health are available and could be used to initiate discussion.

Explain vocabulary:

tooth-teeth	examination	dentist's chair
first teeth	x-ray	drill
second teeth	extraction	mouth wash
false teeth	filling	toothbrush
dentures	injection	toothpaste
gums	polish	
molars	clean	sensitive (to heat
incisors	brush	cold
nerve		pressure)
cavity		
abscess		

Set up the classroom to represent a dentist's waiting room and surgery with magazines, signs, white coats etc. as for doctor. Teacher is dentist and one student can be the nurse. Practise the following dialogues thoroughly before using in the situation:

Teacher: What seems to be the trouble?
Student: I've got a toothache.
Teacher: Which tooth?
Student: This one at the back.
Teacher: Is it sensitive to .....?
Student: Yes/No.
Teacher: It has a cavity.
Student: Will it have to come out?
Teacher: No, but it needs filling.
Make an appointment with the nurse.

Student: I'd like to make an appointment.
Nurse : Would 2 o'clock next Tuesday do?
Student: Yes, thank you.
Nurse: Name?
Student: (gives Name)
Nurse: (repeats name) 2 o'clock Tuesday, the 5th.
Student: Thank you, goodbye.
Nurse: Goodbye.

Teacher: Sit down please. Open wide. I'll give you an injection.

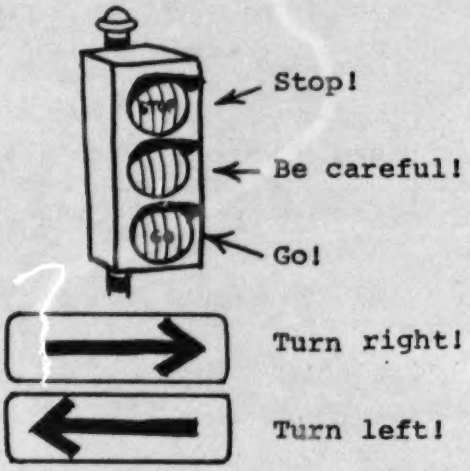
Student: Ouch!
Teacher: Is your mouth numb yet?
Student: Yes.
Teacher: Good. Does this hurt?
Student: A bit/No/Yes.
Teacher: There, that's all. Rinse out please.
Student: Thank you, goodbye.
Teacher: Goodbye.

As with the situation at the doctor's, the dialogues are limited. Students' queries along the lines of "What do I say when ...?" will often expand the lesson.

Explain the system of dental care in Australia, its costs, and that it is not part of the Medibank scheme but dental insurance is available through the private schemes.

Safety - Imperatives

With illustrations of traffic lights, teach the meanings of:



Set up a maze of chairs, blindfold one student and guide him through the maze using these imperatives. Teacher is then blindfolded and students direct. Students can then take turns.

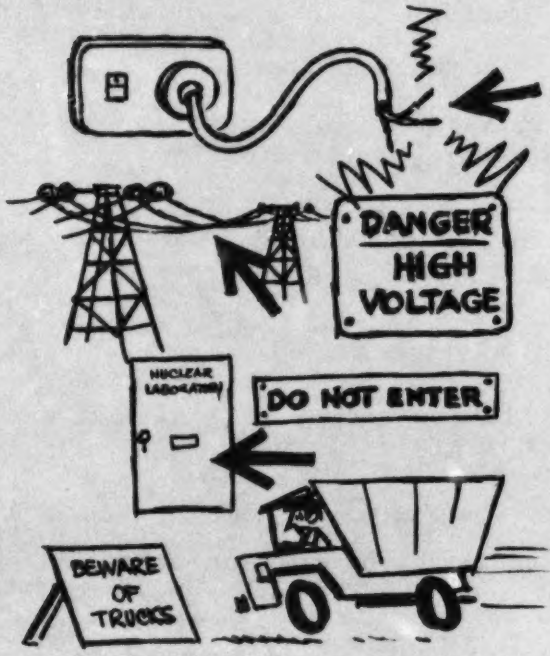
Other imperatives important for the students to say and to comprehend are:

Don't touch!	Pretend to put a screwdriver or nail into an electricity outlet.
Don't move!	Have a plastic snake or spider near you.

Look out!	Walk backwards until you almost trip over an obstacle.
Don't drink that!	Have a bottle marked "Poison" and pretend to drink it.

The Teacher and students can act out potentially dangerous situations to elicit these imperatives.

Students should also become familiar with the imperative signs which issue warnings to the public. Have pictures, objects or drawings to illustrate:



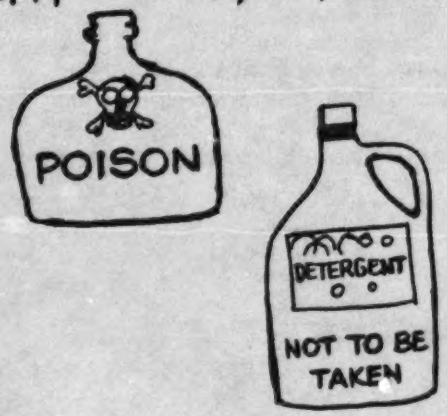
Don't touch!

Don't touch!

Don't go in!

Be careful!

Be careful!



Don't drink this!

Don't drink this!

Don't eat this!

General safety in the home or workplace is often dependent on the ability to give and follow instructions. The following, although not warning imperatives, are included in the safety section because of this.

Teach the following by demonstration, first using singular objects, then plural, e.g.

Put the knife down! Put the matches down!

Pick up	drop	open	put on
put down	lift	close	take off
switch on	turn on	empty	bring
switch off	turn off	fill	take
give to	put on		
take from	put in		
	put under		

When the students are familiar with the verbs, tell each of them to perform one of the actions, e.g.

Switch the light off, John!

Give students a turn in giving instructions to each other.

Combine a few actions, e.g.

John! Pick the book up, open it at page 20 and bring it to me!

Situation: Have the classroom completely disorganized. Ask the students to help you organize it by obeying your instructions, e.g.

Turn the light on, John!
Pick that chair up and put it near the window, Steven!
Take the papers off the table and give them to me, Mary!

Disorganize the room again and have the students give you instructions.

Safety - At the Beach.

Explain the use of flags to indicate safe, patrolled swimming areas and the danger of swimming at unpatrolled ocean beaches.

Teach imperatives:

Swim between the flags!	- the water
Don't swim there!	
Put some cream on!	- sunburn
Put a hat on!	
Cover your shoulders!	
Look out!	- broken glass, flying
Be careful!	- beach umbrellas, obstacles.
Pick it up!	- rubbish
Put it in the rubbish tin!	

Set the classroom up with areas to represent water and sand; have flags, some broken glass, etc., and mime for sunburn. Teacher acts out various situations, students respond with imperatives, students then take turns, perhaps in family groups, to enact situations. A great deal of revision can also be done here, e.g. identification of possessions, orientation (Where's the toilet?), apologies and responses, shopping (the kiosk), etc.

Safety - On the Roads.

Traffic and road signs are available on posters. Most road signs use symbols which are internationally understood and there is therefore no need for explanations in English. However, those which use English words should be clarified:

Students should also understand the procedure for road accidents:

Get the name, address and insurance company of the other driver and give him yours.

If injuries the ambulance and police must be contacted. This can be done by ringing each separately or by using the emergency number 000. The telephonist here will contact the necessary authorities if given the information by the caller:

Teacher: Emergency! Police, ambulance or fire Brigade?

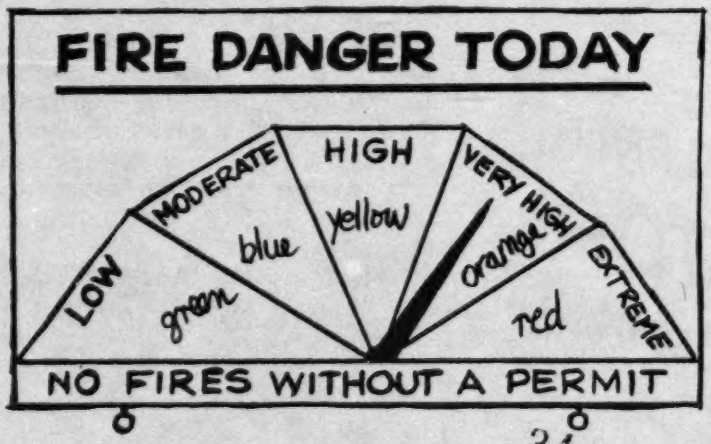
Student: I want to report a road accident.
Teacher: Where?
Student: In ... street, near ... in (suburb).
Teacher: Your name?
Student: (gives name)
Teacher: Is anyone injured?
Student: Yes.
Teacher: We'll contact the police and ambulance.

This dialogue could also be used to report other accidents, fire, theft.

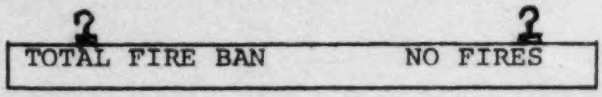
Teacher: Emergency! Police, ambulance or fire brigade?
Student: Fire brigade please.
Teacher: One moment.
Student: Fire brigade.
Student: I want to report a fire.
Teacher: Where?
Student: In .....
Teacher: Your name?
Student: (gives name)
Teacher: We'll send a unit.

Safety - In the Country.

Explain the seriousness of bushfires in Australia and the meaning of "A Day of Total Fire Ban". Pictures of fire-ravaged areas will get this message across. Explain that on fire-ban days no fires may be lit anywhere. On other summer days (which are classified as from 1st October to 31st March) barbeques, campfires, etc. may be used but great care must be taken to clear the area around the fire and to ensure that they are properly extinguished. The stone fireplaces erected by some municipalities are the safest. Some municipalities have erected their own fire danger indicators and these should be explained.



On days of total fire ban a movable sign is attached to the bottom of the board:



C.F.A. advice is that, if caught in a bushfire, people should stay in their cars with windows up, ignition off and lights on and should lie on the floor of the car and cover themselves with rugs. If walking, they should take refuge in streams or, if none near, should lie down in a cleared area and cover all exposed skin.

teach imperatives:

Don't light a fire! Put the fire out!	-	fire
Look out! Don't move!	-	snakes etc.
Be careful! Pick it up!	-	glass, tins, etc.

Set up situation with fireplaces, plastic snakes, etc. and act out as for the beach, with as much revision as possible.

Students should also be informed that most native Australian flora and fauna are protected by law. If the students are interested in hunting they should know which animals they are permitted to shoot and should be informed that licences are now required for hunting rifles. If they enjoy fishing they need to know when and where they can fish and the cost and duration of an angler's licence. Some information on safety procedures if they become lost, could also be useful, e.g. to stay where they are and to whistle and cooee three times at one minute intervals.

Social Formula 2 - Hospitality.

Offering hospitality.	Accepting/Refusing.
Would you like to come to dinner?	Yes, thank you, I'd love to. I'm sorry, I can't.
Welcome, come in! Sit down!	Thank you.
Would you like a drink?	Yes, thank you/Yes, please. No, thank you.
Would you like red or white wine? tea or coffee?	White, please. Coffee, please.
Sugar?	Yes, please, one. No, thank you.

Milk?	Yes, please. No, thank you.

Substitute food items for drinks

Polite requests.	Responses.
Could I have an ashtray?	Yes, certainly.
May some milk?	Here you are.
Can another cake?	
put my coat here?	
Do you mind if I smoke?	No, of course not. I'd rather you didn't.
May I use the 'phone?	Yes, certainly.

Teach both the question and answer. Get students to respond to teacher's questions, then have them ask questions and teacher responds. Students ask questions and respond to each other.

Situation: "A private gathering": Teacher is host, then students take turns. Have food and drinks and arrange classroom as a living room. Include as many of the above items as you can and revise introductions, identification, social formula 1 and, perhaps, the first health dialogue.

Mention to students the Australian custom as regards shaking hands, e.g. that men usually do and that women often don't.

Social Formula - Telephone.

Because of language difficulty, using the telephone is often an unpleasant experience for students and some practice in commonly met situations could be useful:

Domestic:

1. A: 123456
   B: Could I speak to John Smith please?
   A: John speaking.
   B: John, it's Mary here.
   A: Hello Mary. How are You?
   B: Fine thanks, and you?

2. A: 123456
   B: Could I speak to John Smith please?
   A: Just a moment, I'll get him/Hang on a moment.

   C: Hello.
   B: Hello John, it's Mary here.
   C: Hello Mary. How are you?
   B: Fine thanks, and you?

3. A: 123456
B: Could I speak to John Smith please?
A: I'm sorry, he's not in. Could I take a message?
B: Yes please. Would you ask him to ring Mary Jones?
A: Yes. What's your number?
B: 456789.
A: 456789. I'll tell him.
B: Thank you, goodbye.
A: Goodbye.

Situation: Have two toy telephones and place them at opposite sides of the room. Have speakers in a position where they cannot see each other. Teacher and student practise first, then student and student. Use real names and telephone numbers if on the 'phone. Dialogues 1 and 2 can be extended with general conversation, e.g. invitation to dinner, inquiries after health, etc.

Business:

Teacher: John Smith & Co. Good morning.
Student: Good morning. Mr. Jones please.
Teacher: Who's calling please?
Student: (gives name)
Teacher: One moment/Hold the line please.

Teacher: Jones speaking.
Student: Mr. Jones it's .... here. I can't come to work today, I'm sick.
Teacher: What's the matter ......?
Student: I've got a cold. (substitute other ailments)
Teacher: I'm sorry. Will you be in tomorrow?
Student: Yes, I think so.
Teacher: OK. Thanks for ringing. Goodbye.
Student: Goodbye.

Appointments:

Teacher: Hello. Dr. Jones surgery.
Student: Hello. It's ..... here. Could I make an appointment with Dr. Jones.
Teacher: Would 2 o'clock Tuesday the 5th suit you?
* Student: 2 o'clock Tuesday the 5th. Yes, that's fine.
Teacher: Mr/Mrs. ..... 2 o'clock Tuesday the 5th.
Student: Thank you, goodbye.
Teacher: Goodbye.

substitute:
* Student: Could I come in the evening?
Teacher: What about 7:30 Wednesday the 6th?
Student: Yes, that's fine.
Teacher: Mr./Mrs. ..... 7:30 Wednesday the 6th.
Student: Thank you, goodbye.
Teacher: Goodbye.

Public Telephone:

Explain the instructions found in 'phone boxes, e.g.

Lift receiver.
Wait for dial tone.
Insert ..... cents.
Press Button A.
Press Button B.

Employment.

As the students needing this course have very little English, it is almost certain that the only employment available to them will be process work or laboring jobs of one kind or another. Therefore, this segment is limited to the English required in obtaining such employment.

Discuss the classified sections of the daily newspapers and show the students where to look for a job. Some explanation of abbreviations may also be necessary.

Ringing for an appointment:

* Teacher: Good morning! G.M.H.
Student: Good morning! Personnel Office please.
Teacher: Hold the line please.

Teacher: Good morning' Personnel Office.
Student: Good morning' I'm ringing about your advertisement in the Age for Process Workers. Can I make an appointment?
Teacher: Yes. Name, please.
Student: (gives name)
Teacher: Would you spell that?
Student: (spells name)
Teacher: Mr. Smith can see you at 2 o'clock on Wednesday the 6th.
Student: Mr. Smith 2 o'clock, Wednesday the 6th. thank you, goodbye.
Teacher: Goodbye.

Practise the dialogue as for other 'phone conversations.

Revise Personal Identification segment and conduct an "interview" with each student.

Set up classroom as personnel office:

Student: Good afternoon! I'm ..... I have an appointment with Mr. Smith.
Teacher: Will you fill in this form please!
Student: Certainly.

This form is a composite taken from the application forms of several companies. It is extremely difficult and will need careful explanation. Have several copies run off and allow the students plenty of practice in filling it out.

Student: Here's the form.
Teacher: Thank you. Take a seat.

Teacher: Mr. Smith will see you now.

Student: Good afternoon Mr. Smith.
Teacher: Good afternoon .....
Your application seem satisfactory.
Can you start work next Monday?
Student: Yes I can. What time?
Teacher: 8 o'clock.
Student: Who do I see?
Teacher: See the foreman, John Black.
Student: Thank you, goodbye.
Teacher: Goodbye.

This segment is severely limited both by the students' command of English and by the great variety of procedures adopted in hiring personnel. What questions the student would need to ask of the Personnel Officer depend on his experience and the type of job applied for, but some important ones may be:

* What are the hours?
What's the salary?
wage?
Is there any overtime?
Is there a canteen?
Is protective clothing provided?
Must I bring any tools?

Do not write: use block letters ONLY.

PERSONAL DATA:

1. Surname ..... Mr.
Mrs.
* Miss.

* strike out whichever is inapplicable.

Christian Name(s) .....

Postal Address .....

.....Post Code .....

Telephone numbers (Private) .....

(Business) .....

2. Date of birth .....

Age this year .....

Birthplace .....

3. Marital Status .....

Sex (M or F) .....

4. Country of Origin .....

Present Nationality .....

If Naturalised, state year .....

Year of Entry in Australia .....

SPOUSE/CHILDREN:

5. Christian Names of Spouse .....

Christian Names of Children	Age
1.	.....
2.	.....
3.	.....
4.	.....

Present Occupation of Spouse .....

EDUCATION/QUALIFICATIONS:

6. Years of Primary School .....

Years at Secondary School .....

Years at Post-Secondary or Tertiary Institutions .....

Total .....

Trade or Professional Qualifications - State Title of Qualification .....

Years taken to complete .....

CONVICTIONS (CRIMINAL):

7. Have you been convicted of a criminal offence: YES/NO
(Do not state YES for civil offences.)

(An answer to this question is not obligatory.)

EMPLOYMENT:

8. Principal Occupation in Country of Origin .....

Last Occupation in Country of Origin .....

Positions held SINCE ARRIVAL in Australia - state position occupied, duration of employment and employer's name:

	Position:	Length of Service:	Employer:
1.			
2.			
3.			
4.			

Current Position .....

Length of Service in this position .....

DECLARATION

Signed this ..... day of ....., 19...

Signature .....

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ASIAN LANGUAGE NOTES

The Commonwealth Department of Education plans to issue, for the guidance of teachers, a comprehensive series of brief notes on the difficulties likely to be encountered with English by learners from various countries of Asia. Notes on the problems of Chinese, Burmese, Khmer and Vietnamese speakers are now obtainable from the Department. Teachers should address their requests as follows:

ASIAN LANGUAGE NOTES
LANGUAGE TEACHING BRANCH
COMMONWEALTH DEPARTMENT OF EDUCATION
PO BOX 826
WODEN A.C.T. 2606